

CRIMINAL OFFENDER PREFERENCE FOR COUNSELOR
BACKGROUND AND COUNSELING TECHNIQUE

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
ABSTRACT	vi
CHAPTER	
I. INTRODUCTION	1
Review of the Literature	4
Hypotheses	7
II. METHOD	10
Subjects	11
Counselor Conditions	12
Counseling Technique Conditions	12
Measures of Subject Preference	14
Experimental Procedure	17
Statistical Treatment of the Data	18
III. RESULTS	20
First Hypothesis	20
Second Hypothesis	23
Third Hypothesis	23
Fourth Hypothesis	24
Willingness to Discuss Personally Relevant Statements	24
IV. DISCUSSION	25
Preference for Counselor Background	25
Preference for Counseling Technique	27
Openness to Confidants	29
V. SUMMARY AND CONCLUSIONS	31
Hypotheses	31
Design	32
Conclusions	32
Future Research	35

TABLE OF CONTENTS (Continued)

	Page
APPENDICES	
APPENDIX A	37
APPENDIX B	39
APPENDIX C	41
APPENDIX D	43
APPENDIX E	46
BIBLIOGRAPHY	48
BIOGRAPHICAL SKETCH	50

LIST OF TABLES

Table	Page
1. Analysis of Variance for Counselor Description Scale	21
2. Analysis of Variance for Commitment Scale with Subjects Nested Within Groups and Repeated Measures on a Fourth Factor	22

Abstract of Dissertation Presented to the
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by

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Studies in the literature suggest that lower-class clients prefer counselors whose background is more similar to their own. In addition, the lower-class client is supposed to prefer a directive or action-oriented approach.

This study compared the preferences lower-class criminal offenders and middle-class college students have for counselors described as being middle-class or lower-class. In addition, preference for a particular counseling technique, advice-giving-directive, reflection-of-feeling, and counselor-involvement, was investigated.

Procedure

Sixty criminal offenders from families earning less than \$5,000 and 60 students from families earning between \$7,000 and \$12,000 were used as subjects. All subjects were males between 17-25 years of age and had completed at least the sixth grade.

A "counselor" and a "client," an actual offender, role played the three counseling techniques using the same presenting problem. Prior to the playing of a counseling technique, a structured description was used to induce the perception of the counselor as either middle-or lower-class. Each subject was assigned randomly to one of the six experimental conditions. Thus, each subject heard only one counseling technique and one counselor description.

Preference was determined by having subjects describe the counselor and counseling technique using a bipolar adjective scale. In addition, a scale containing 29 personally relevant items was used to indicate a subject's willingness to talk with the counselor. Analysis of variance was used to analyze the bipolar adjective scale. Analysis of variance, with subjects nested within groups and repeated measures on a fourth factor, was used to analyze the second scale.

Results

Significant differences were not found in preference for either a particular counselor or a counseling technique. The hypothesized differences in preference between offenders and students for counselors more similar to themselves were not retained. In addition, the hypothesized preference for the advice-giving-directive technique was not retained.

Significant differences were found in that the students were more open to all confidants, counselor, best friend and parent. In addition, both offenders and students preferred to discuss personally relevant statements with a counselor as compared to a best friend or parent.

Conclusion

The socioeconomic background of a counselor does not apparently affect the preference of either lower-class offenders or middle-class college students. Social class may not be a viable characteristic.

The lack of preference for a particular counseling technique may be a resultant of individual differences. It is possible that the commitment of a counselor may affect the preference an individual has for a counseling technique.

CHAPTER I

INTRODUCTION

In the United States counseling, as a helping service, has developed to a great extent within the upper-middle- and middle-class social structure. Consequently, the values and preferences of the middle-class client and counselor have acted as guides for the development of specific counseling techniques. Moreover, the practitioners of these techniques usually come from the middle-class. The middle-class counselor, however, is beginning to encounter clients from other levels of society, especially from the lower socioeconomic class. As this change occurs, the effectiveness of the middle-class counselor, as well as his techniques, is being questioned. Increasingly, this occurs with reference to those clients who may be drug addicts, alcoholics, criminal offenders, non-white, lower-class, or who belong to any group whose values and preferences are assumed to be dissimilar to those of the middle-class counselor. Specifically, it is being contended that non-middle-class clients prefer not only different counseling techniques but also counselors from their own background. Some authorities have stated that this disparity in values and preferences is so great as to hinder the development of a productive counseling relationship with a middle-class counselor.

For example, Hollingshead and Redlich (1958) stated that middle-class counselors cannot understand the values of the lower-class client.

This lack of understanding is a major reason why neurotic clients in the lower-class drop out of treatment much faster than do those from the higher classes. Hollingshead and Redlich also stated that a frequent source of difficulty is the client's tacit or overt demand for an authoritarian attitude on the part of the therapist and the therapist's unwillingness to assume this role. In essence, lower-class clients did not seem to appreciate the need for or the value of insight-oriented therapy.

Calia (1966) stated that the counseling process, as currently conceived, is highly incongruous with the life style of the poor. The concepts used by the counselor, while appropriate for upper or middle-class clients, are inappropriate for lower-class clients. The reliance on a "talking-cure" is contrary to the lower-class individual's preference for action and external direction. In addition, he stated that the use of intrapersonal exploration through introspection and concern with self is not an acceptable technique. Furthermore, these differences are apt to decrease the amount of warmth and positive regard between client and counselor within the counseling session.

Based on his analysis of counseling in Youth Opportunity Centers, Gross (1969) reached the same conclusions. He contended that the assumptions underlying middle-class counseling are not applicable to the non-white and white lower-class clientele of the poverty centers. The counselors cannot assume that their clients want help, come voluntarily, accept them as counselors, or that counselors can penetrate the cultural differences of their clients.

The questions raised by the studies cited above were of particular interest to this study. During the past two years, the author and some

fifteen counseling practicum students from the University of Florida worked directly with white and non-white lower-class individuals who had been convicted of a criminal offense or who had been awaiting disposition of their cases. These offender-clients were volunteers and could cease counseling of their own volition. Although all counselors were from the middle-class, less than 5 per cent of the clients terminated due to dissatisfaction with their counselor. In addition, analysis of taped counseling sessions revealed that positive counseling relationships were established.

These experiences raised doubts as to the conclusiveness of the statements made by the studies cited. Since the offender usually comes from the lower-class, he probably has some of the same preferences as other lower-class clients. Therefore, by investigating the preferences of lower-class offenders more knowledge might be gained about other lower-class clients. In addition, comparisons between the preferences of lower-class offenders and middle-class college students, whose values are more similar to traditional clients, might prove useful.

It is recognized that the preferences held by a client for a particular counselor or counseling technique may either aid or hinder the counseling relationship. This is especially true if there is a vast difference between the preferences of the client and the conditions offered by the counseling relationship. If a counselor is aware of these potential differences, he can attempt to cope with them.

The purpose of this study was to explore the preferences of two client groups, lower-class criminal offenders and middle-class college students. Specifically, there were two objectives: (1) to investigate the preferences lower-class offenders have for counselors from different

socioeconomic backgrounds and for different counseling techniques, and (2) to compare the preferences of the lower-class offender with those of the middle-class college student.

Review of the Literature

The centrality accorded the interpersonal relationship between counselor and client has been one of the few basic agreements by the proponents of different theoretical and operational counseling techniques. Research has been directed toward the client and counselor characteristics which interact to increase the probability of favorable outcome in counseling. In general, it has been directed toward the counselor's preferences for types of clients or the expectations and perceptions clients have about counselors and counseling techniques.

However, Rosen (1967) reported few studies that dealt with preference. Especially lacking were studies on client race, cultural background, sex of counselor or personality characteristics of the client as they might relate to preference. A review of the research from 1967 to June, 1969, suggested that these types of studies were still scarce.

In a series of studies, Apfelbaum (1958) investigated the expectations of clients regarding the personalities of their prospective psychotherapists. Results indicated that expectation clusters were associated with interpersonal expectations which were related not only to the general personality of the client but also to the subsequent character of the client-therapist relationship. Heller and Goldstein (1961) have shown that favorable therapy expectation may help in maintaining therapeutic relationships. Dropout rates were significantly influenced by increasing pretherapy attraction.

Overall and Aronson (1963) found a 57 per cent dropout rate for lower socioeconomic individuals at a psychiatric clinic. They reported that dropouts were those whose expectations were discrepant with actual interviewing procedures. These findings are related to those of Hollingshead and Redlich (1958) who reported that middle-class counselors were more effective with clients of the same or similar social class. They postulated that because of social class discrepancy, the values of the counselor and the client were too divergent to allow effective communication.

The effect of client preference is an important aspect of the client-counselor interaction and the counseling process. Client preference for a particular counselor or a counseling technique may influence the nature of the interaction and the outcome of counseling. Grater (1964) found that clients who preferred affective versus cognitive counselor characteristics tended to discuss more personal-emotional problems than those who preferred cognitive versus affective characteristics. Banks, Berenson, and Garknuff (1967) found that black clients overwhelmingly preferred a black counselor to a white counselor even when there was no significant difference between the facilitative conditions offered. The implication is that perceived counselor characteristics influence the nature of the counseling relationship.

Studies in the area of attitude similarity, although not analyzing client-counselor relationships, have found that subjects rated strangers more favorably if they were perceived as having similar attitudes. The studies have found an essentially linear relationship between similarity and attitude (Byrne and Clore, 1966; Byrne and Griffitt, 1966; Byrne, Nelson and Reeves, 1966).

The preferences clients may have for counseling techniques have also been explored. Sonne and Goldman (1957) investigated the relationship between counseling approaches and the personality of the client. Specifically, they had high and low authoritarian subjects indicate whether they preferred a client-centered counselor or an eclectic counselor. Eclectic counseling was defined as asking more probing questions, making more interpretations, and offering to collect other data. The same "client" and the same "counselor" role played both of the 10-minute sessions. Each subject heard both sessions and then filled out a preference inventory. The results were that subjects preferred the eclectic counselor to the client-centered counselor ($p < .01$). The subjects also preferred the eclectic counseling approach. (High F scale subjects, $p < .01$; middle and low F scale subjects, $p < .10$). The limitation of this study was having the subjects hear the same counselor in both approaches. It is possible, that the counselor was more comfortable in one role and that the subjects were aware of this.

Klein (1967) sought to determine the differential preferences for various counseling approaches among parents of differing social classes. Three, 3-minute films, each depicting a different counseling approach in handling a teenage problem, were presented to subjects. The three approaches were advice giving, supportive, and reflective. After each film, the parents rated the approach for use with their child and with themselves. Results indicated that both high and low socioeconomic class parents preferred the advice-giving approach to either the supportive or reflective approach, Although no indication was given as to whether preference affected the effectiveness of counseling.

The studies cited above lend credence to the idea that clients may have both definite preferences as to what a counselor should be like and how he should act. In addition, the counselor's social background has been cited as detrimental to the establishment of a counseling relationship. The contention is that, unless the client perceives the counselor as coming from his socioeconomic background, there will be automatically an obstacle to initiating counseling. There is little research, however, to substantiate this assumption.

Hypotheses

Research Hypotheses

- H₁: Lower-class criminal offenders will prefer a counselor whose socioeconomic background is perceived as more similar to their own.
- H₂: Both lower-class criminal offenders and middle-class college students will prefer a counselor whose socioeconomic background is perceived as more similar to their own.
- H₃: Lower-class criminal offenders will prefer the advice-giving-directive technique over the reflection-of-feeling and counselor-involvement techniques.
- H₄: There will be no difference in preference for counseling technique between the lower-class criminal offenders and the middle-class college students.

Rationale for Hypotheses

Studies referred to as "goodness of fit" have emphasized the importance of a "fit" between the personality of the counselor and the

personality of the client. Heine and Carson (1962) have shown that the respective personality patterns of the client and counselor, as measured by the Minnesota Multiphasic Personality Inventory, should not be too similar or too dissimilar for the most effective outcome. Vogel (1959) has suggested that similarity with respect to attitudes of client-counselor pairs would enhance the degree of satisfaction with the relationship. In accordance with the "fit" theory, movement from studying preferred personality characteristics to socioeconomic characteristics would seem to be appropriate.

In this study, structured descriptions were used to induce specific socioeconomic characteristics about a counselor. The rationale was derived from the manipulation of first impression formation experiments in social psychology. Greenberg (1958) investigated the structuring of the attraction-enhancement variable prior to therapy. He used warm-cold and experienced-inexperienced as dimensions for structuring. One hundred and twelve undergraduate subjects were randomly assigned to the four experimental conditions. The experimental task required the subjects to listen to a taped session and rate the therapist on attractiveness and persuasibility dimensions. Immediately prior to listening to the tape, subjects were structured, both to make the procedures credible and to induce the two attraction-relevant dimensions. Results support the hypothesis that subjects structured prior to the experimental conditions perceive the counselor on the basis of the structuring.

Based on the studies cited, it would seem logical to assume that individuals from a particular socioeconomic level would prefer to interact with others whom they perceive as more similar to themselves. Lower-class criminal offenders, therefore, should prefer a counselor

who is perceived as more similar to themselves. In addition, if the preferences of lower-class offenders are contrasted to those of middle-class college students it is hypothesized that there will be a difference.

Concerning counseling technique, two reasons are given for the ineffectiveness of the "talking cure" utilized by the middle-class counselor. First, the lower-class individual does not like to talk about his feelings. Riesman (1964) stated that the lower-class person has not learned to verbalize feelings. For this reason, he experiences frustration when faced with a situation which requires this type of verbalization. Second, the lower-class individual wants immediate solutions to existing problems. Calia (1966) stated that the lower-class individual experiences no value in just talking but wants concrete suggestions. To investigate these statements, it was decided to contrast three different counseling techniques:

1. The advice-giving-directive technique was selected based on the articles cited above which state that the lower-class individual is more action-oriented and more open to immediate solutions.
2. The reflection-of-feeling technique was selected because of the criticisms leveled against it in the literature.
3. The counselor-involvement technique was selected because of the experiences of the author with lower-class offenders.

It is hypothesized that offenders will prefer the advice-giving directive technique. It is also hypothesized that there will be no difference in preferences for counseling technique between lower-class criminal offenders and middle-class college students.

CHAPTER II

METHOD

The study was designed to identify and compare the preferences held by lower-class criminal offenders and middle-class college students for a counselor's background and counseling technique. The selection of these two groups was based on the assumption that they represented distinctly different client models. Specifically, the socioeconomic backgrounds of the two groups were sufficiently different as to maximize possible differences in preferences.

Structured descriptions, given on page 12, were used in order to determine the preference subjects had for counselors described as coming from either a middle-class or a lower-class background. Preference for counseling technique was investigated by presenting three different counseling models. The techniques included those identified in the literature as either useful or nomuseful for lower-class clients.

Each subject was randomly assigned to one of six experimental conditions:

1. Middle-class counselor using advice-giving-directive technique
2. Middle-class counselor using reflection-of-feeling technique
3. Middle-class counselor using counselor-involvement technique
4. Lower-class counselor using advice-giving-directive technique
5. Lower-class counselor using reflection-of-feeling technique
6. Lower-class counselor using counselor-involvement technique.

Subjects received the experimental condition in groups of five. Prior to listening to the counseling technique, a brief introduction about the experiment which included the structured description of the counselor

was read to the subjects. A tape segment of one counseling technique (Appendices A, B, C) was then played twice for each group of subjects. Following the playing of the tape segment, each subject filled out a Counselor Description Scale (Appendix D) and then a 29-item Commitment Scale (Appendix E), designed to measure his willingness to discuss personally relevant statements with the counselor he had heard on the tape segment and with two other confidants, best friend and parent.

Subjects

Subjects were obtained from two distinctly different socioeconomic groups: lower-class criminal offenders, who came from families earning \$5,000 or less a year, and middle-class college students, who came from families earning between \$7,000 and \$12,000 a year. In order to decrease the possibility of variance due to extraneous factors, only subjects who were males, in age range 17-25 years, and who had completed at least the sixth grade were selected. In each group the same ratio (10 per cent) of black to white subjects was present.

Lower-Class Criminal Offenders

These subjects ($N = 60$) were inmates in the Sumter Correctional Institution near Bushnell, Florida. This institution confines primarily youthful offenders between the ages of 17-25. Subjects were volunteers and were paid \$1.00 for participating in the experiment.

Middle-Class College Students

These subjects ($N = 60$) were students in a beginning undergraduate psychology course at the University of Florida. This is an elective course open to all majors. They were volunteers who, as part of a

volunteer research pool, earn class credits for participating in experiments.

Counselor Conditions

A structured description (see below) was used prior to the playing of the counseling technique segment to describe the socioeconomic class of the counselor. The counselor's work experience and his father's occupation were used to differentiate between middle- and lower-class. These two factors were selected because they more readily identify socioeconomic class levels.

Lower-Class Counselor Condition

Subjects experiencing this condition were read the following:

The counselor is the son of a barber. He was in the service for a few years before deciding to become a counselor. He had to work while studying to be a counselor. He worked at many different jobs in construction, restaurants and gas stations. He has been counseling a number of years. He has worked with many different kinds of people and enjoys helping others.

Middle-Class Counselor Condition

Subjects experiencing this condition were read the following:

The counselor is the son of a banker. Before deciding to become a counselor, he worked for a few years in a bank. While studying to become a counselor, he did not work. He has been counseling a number of years. He has worked with many different kinds of people and enjoys helping others.

Counseling Technique Conditions

The three counseling techniques were selected on the basis of the suggestions and criticisms in the literature. Specifically, the literature suggests that a concrete, problem-oriented technique is preferred by lower-class clients. Moreover, a counseling technique that relies

on expression of feelings and introspection is supposedly not preferred. The third counseling technique incorporated the ideas and experiences of the author who had found it effective in counseling lower-class offenders. A role played counseling segment with the same presenting problem was used as a base for each counseling technique.

Advice-Giving-Directive Technique

In this technique the counselor provides a solution to the presenting problem while not concentrating on the client's feelings. The counselor reveals little of himself, while directing the focus of the session. He offers alternatives to the client's previous behavior but does not deal with the client's feelings.

Reflection-of-Feeling Technique

In this technique the counselor provides a supportive and understanding atmosphere. The counselor focuses on feelings. He does not involve himself with the client either by providing advice or revealing his own feelings.

Counselor-Involvement Technique

In this technique the counselor focuses on the client's feelings and interprets them when appropriate. The counselor, by focusing on an internal rather than an external frame of reference, maintains anxiety at a level that helps the client focus on his feelings. These values and feelings are not presented as ways the client should act but as a means of making the counselor more real.

Description of "Client" and "Counselor"

The same "client" and "counselor" were used in all three counseling

techniques. The decision to use the same "counselor" for all counseling techniques was made for the following reasons: First, subjects listened to only one counseling technique, thus the counseling segment could be presented as a real counseling problem; second, the use of one or two other "counselors" would have required counterbalancing the experimental design and increased the required number of subjects twofold, or threefold; and third, in a pilot study, in which offenders heard all of the counseling techniques, unanimous agreement was obtained as to difference in technique and apparent authenticity of the "counselor" in each role.

The "client" who role played the three counseling segments was an offender incarcerated in the Alachua County Jail, Gainesville, Florida. This individual was selected for two reasons: First, he had received counseling for over a year for a problem similar to the role played one. Second, his manner of expression fit the image of a working-class person. The "counselor" for the three counseling techniques was an advanced doctoral student who had had three counseling practicums at the Alachua County Jail, Gainesville, Florida. This individual was selected for the following reasons: First, he had experience in counseling with lower-class offenders; second, he was flexible enough in his counseling to use different techniques; and third, his voice had no identifiable accent.

Measures of Subject Preference

In this study, both the subject's passive and active preference for a counselor and a counseling technique were assessed. The passive preference of a subject is defined as his indication of whether he

likes or dislikes a certain counselor or counseling technique. Active preference is defined as willingness to interact with a certain counselor or counseling technique.

Counselor-Description Scale (CDS)

This scale was used to determine a subject's passive preference for a counselor and a counseling technique. The CDS, based on Osgood's (1957) findings, is a modified Semantic Differential test (Reliability and validity are reported by Osgood). The modification occurred as the result of a pilot study with 10 offenders. These subjects experienced difficulty in interpreting the standard seven-line spaces between the word pairs. The problem was in explaining the weighting of each line space. To overcome this, circles of increasing sizes were used between the word pairs. The neutral position between the word pairs was indicated by a line. A second pilot group of 10 offenders experienced little difficulty in understanding this instrument. Initially, 45-word pairs heavily loaded on the evaluative factor were selected. This number was reduced to 30 later. Only those word pairs were selected which the offenders unanimously agreed could be used to describe a counselor.

The scoring of the instrument was done by assigning each of the seven positions on the scale either +3, +2, +1, 0, -1, -2, -3. The neutral position corresponded to zero. The largest circle nearest the positive word of a word pair was assigned +3. Each position was then assigned by nearness to the positive word. A subject's score was obtained by summing across all 30-word pairs and dividing by 30.

Commitment Scale (CS)

This is a 29-item scale designed to measure a subject's active preference or his willingness to discuss personally relevant statements with the counselor he heard on the tape segment. In addition, the scale requires that a subject indicate his willingness to discuss the same statements with best friend and parent. The CS is based on the research and self-report questionnaire constructed by Jourard and Lasakow (1958), which attempts to determine the stated behavior of a subject. Specifically, a subject must indicate whether he has previously engaged in the specified behavior.

In designing the CS, the personally relevant areas specified in Jourard and Lasakow's questionnaire were used. Questions were designed that seemed appropriate for offenders. After selecting the 29-items, the CS was presented to a group of 10 offenders to determine the understanding level. It was revised to incorporate changes, mainly in vocabulary. The reliability of the CS was determined by using Hoyt's (1941) formula for estimating reliability by analysis of variance ($r = .914$).

The decision to include the confidants, best friend and parent. was made because the utilization of two other social persons provided a within subject control. Specifically, it allowed a comparison of each subject's willingness to talk to confidants other than the counselor. Without this control, the question of an offender's level of disclosure to confidants other than counselor would have been difficult to assess.

The scale is scored by summing the number of yes responses indicated for each category, counselor, best friend and parent. The higher the

score, the more willing a subject is to discuss personally relevant statements with the designated confidants.

Experimental Procedure

Data were collected during a period, September 1, 1969, to November 18, 1969, first from the offenders and then from the students. Subjects reported at a specified time in groups of five. For the offenders, a large room normally used for group counseling served as the experimental setting. Subjects sat at a long table on which the tape recorder was placed. The experimenter remained standing during the experiment.

For the students, a room normally used in social psychology research served as the experimental setting. Subjects were seated in chairs, while the tape recorder was on a table in the front of the room. The experimenter remained standing during the experiment.

For each experimental condition, the experimenter read the following introduction:

In recent years, more and more people who have personal problems are asking for help from counselors. The reason is that counselors are trained to help people understand themselves and to assist them in solving their problems. Naturally, people want to know if a counselor is any good and if the way he talks with a client is good.

For the past two years, I have been counseling with inmates at the Alachua County Jail. For this reason, I am interested in finding out what you think about a counselor and the way he talks with a client. I want to play a tape of an actual counseling session for you. As you listen to this tape, I want you to react to the counselor and the way he talks as if he was talking to you. In other words, I want you to find out if you like him or not. After you have listened to the tape, I am going to ask you to describe the counselor using two questionnaires. Before you hear the tape, I will give you a brief description of the client and the counselor.

At that time, a 4 x 6 card with the typed description of the client and of either the middle-class or lower-class counselor, depending upon

the experimental condition, was given to each subject. The experimenter then continued by reading the description of both the client and counselor, as follows:

The client on this tape is a man who can't control his temper. He is a hard worker but blows up at his boss. He has asked the counselor to help him find a way to get along with his boss. (Middle-class or lower-class description as described on page 12). I will now play the tape segment twice.

After the second playing of the tape segment, the CDS was distributed. The experimenter read the instructions to the subjects and asked for questions. Upon completion of the CDS, the CS was distributed and the instructions read. After completing the CS, the nature of the experiment was described to the subjects.

Statistical Treatment of the Data

As mentioned above, the decision was made to assess both a subject's passive and active preference for a counselor and a counseling technique. The CDS was used to measure the passive preference and the CS to measure the active preference. An analysis of variance for a 3-way factorial design was used to determine the preference of subjects on the CDS. The three factors in the design were: (1) middle-class vs lower-class counselor, (2) advice-giving-directive vs reflection-of-feeling vs counselor-involvement counseling technique, and (3) lower-class offenders vs middle-class college students.

An analysis of variance for a 3-way factorial design, with subjects nested within groups and repeated measures on a fourth factor, confidants, was used to determine the preference of subjects on the CS. The three factors described above were again used for this instrument. The repeated measures occurred as a result of a subject's response to the confidants, counselor, best friend and parent.

Null Hypotheses:

- H_1 : No difference in preference will be found among lower-class criminal offenders for counselors described as coming from a middle-class or lower-class background.
- H_2 : There will be no difference in preference between lower-class criminal offenders and middle-class college students for counselors described as coming from a middle-class or lower-class background.
- H_3 : There will be no difference among lower-class criminal offenders for a counseling technique.
- H_4 : There will be no difference in preference for counseling technique between the lower-class criminal offenders and the middle-class students.

CHAPTER III

RESULTS

The results of the analyses of the data will be reported as they apply to the four specific hypotheses. An analysis of variance, using a 3-way factorial design, was used to analyze the data obtained from the CDS. A summary of this analysis is presented in Table 1. An analysis of variance, using a 3-way factorial design, with subjects nested within groups and repeated measures on a fourth factor, confidants, was used to analyze the CS. A summary of this analysis is presented in Table 2.

First Hypothesis

Lower-class criminal offenders will prefer a counselor whose socioeconomic background is perceived as more similar to their own.

As shown in Table 1, significant differences were not indicated by any of the F ratios. In fact, the F ratio for the interaction of Offenders and Students by Counselor Socioeconomic Class, which for this hypothesis would have revealed differences, was only .250. It would seem that offenders do not make evaluative distinctions when describing counselors using the CDS.

Table 2 reveals that significant differences were not obtained on the F ratios pertaining to this hypothesis. Specifically, the F ratios for the interactions of Confidant by Counselor Socioeconomic Class and

TABLE 1
ANALYSIS OF VARIANCE FOR COUNSELOR DESCRIPTION SCALE

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F Ratio
Offenders & Students	1	1.6193	1.6193	2.8843
Counselor Class	1	.0504	.0504	.0897
Counseling Technique	2	1.1712	.5856	1.0431
Offenders & Students X Counselor Class	1	.1415	.1415	.2520
Offenders & Students X Counseling Technique	2	.6070	.3035	.5406
Counselor Class X Counseling Technique	2	.5970	.2985	.5317
Offenders & Students X Counselor Class X Counseling Technique	2	.1540	.0770	.1371
Within Groups	108	60.6315	.5614	

TABLE 2

ANALYSIS OF VARIANCE FOR COMMITMENT SCALE WITH SUBJECTS
NESTED WITHIN GROUPS AND REPEATED MEASURES ON A FOURTH FACTOR

Source of Variation	Degree of Freedom	Sum of Squares	Mean Squares	F Ratio
Offenders & Students	1	575.06	575.06	8.6473*
Counselor Class	1	14.00	14.00	.2105
Counseling Technique	2	4.70	2.35	.0353
Counseling Technique X Counselor Class	2	21.28	10.64	.1599
Counseling Techniques X Offenders & Students	2	42.55	21.2750	.3199
Counselor Class X Offenders & Students	1	3.81	3.81	.0572
Counseling Technique X Counselor Class X Offenders & Students	2	58.43	29.2150	.4393
Subjects within Groups	108	7182.16	66.5014	
Confidant	2	577.15	288.5750	16.3931*
Counseling Technique X Confidant	4	151.49	37.8725	2.1514
Counselor Class X Confidant	2	16.83	8.4150	.4780
Offenders & Students X Confidant	2	77.17	38.5850	2.1919
Counseling Technique X Counselor Class X Confidant	4	107.36	26.8400	1.5247
Counseling Technique X Offenders & Students	4	1.59	.3975	.0225
Counselor Class X Offenders & Students X Confidant	2	3.87	1.9350	.1099
Counseling Technique X Counselor Class X Offenders & Students X Confidant	4	58.87	14.7175	.8360
Subjects X Confidants within Groups	216	3802.34	17.6034	

* p < .01

Confidant by Counselor Socioeconomic Class by Offenders and Students were negligible. Offenders were as willing to discuss personally relevant statements with a counselor described as middle-class as they were with one described as lower-class. Based on the results cited above, the null hypothesis was not rejected.

Second Hypothesis

Both lower-class criminal offenders and middle-class college students will prefer a counselor whose socioeconomic background is perceived as more similar to their own.

The null hypothesis was not rejected for either the CDS or the CS. Table 1 shows that the F ratios pertaining to this particular hypothesis, Offenders and Students and Offenders and Students by Class, did not approach significance.

As indicated in Table 2, the F ratios pertaining to this hypothesis did not approach significance. Both offenders and students were as willing to discuss personally relevant statements with a middle-class counselor as they were with a lower-class counselor.

Third Hypothesis

Lower-class criminal offenders will prefer the advice-giving-directive technique over the reflection-of-feeling and counselor-involvement techniques.

As indicated in Table 1 for the CDS, offenders had no preference as to the three counseling techniques utilized in this study. The results of Table 2 indicate that offenders would discuss personally relevant statements with a counselor regardless of the three techniques employed in this study. The null hypothesis was not rejected for this particular hypothesis.

Fourth Hypothesis

There will be no difference in preference for counseling technique between the lower-class offender and middle-class college students.

Table 1 reveals that significance was not reached between Offenders and Students for the interaction of Offenders and Students by Counseling Technique. Both offenders and students described the counseling techniques in a positive manner regardless of the counselor using them.

Significance was not reached (Table 2) for the F ratios that compared offenders and students. Differences in counseling technique did not seem to affect their willingness to talk about personally relevant statements.

Willingness to Discuss Personally Relevant Statements

Only two F ratios indicated significant differences. Both of these pertained to a subject's willingness to discuss personally relevant statements with a particular confidant. The use of different confidants had been included as a check on a subject's openness to individuals other than a counselor. In Table 2, the F ratio for Offenders and Students was significant at the .01 level. The students seemed to be more willing to discuss personally relevant statements with all three confidants.

Also, Table 2, shows that the F ratio for confidants was significant at the .01 level. Both offenders and students were more willing to discuss personally relevant statements with a counselor than they were with a best friend or a parent.

CHAPTER IV

DISCUSSION

This study was designed to determine the preferences lower-class offenders and middle-class college students might have, both for counselors who were described as coming from different socioeconomic backgrounds and for different counseling techniques. The active as well as the passive preference of an individual was investigated. The active preference was determined by having subjects indicate their willingness to discuss personally relevant statements with a counselor. Passive preference was determined by the subjects describing the counselor they heard on tape using the CDS which is heavily loaded on an evaluative factor.

The results of the study indicated that lower-class offenders made no distinction in preference between a counselor described as having a middle-class background or one described as having a lower-class background. Moreover, they did not seem to prefer a particular counseling technique. When the preferences of lower-class offenders were compared to those of middle-class college students, significant differences were not obtained in reference to a counselor's socioeconomic background or counseling technique.

Preference for Counselor Background

The first hypothesis dealt with the preference lower-class offenders might have for counselors described as coming from different

socioeconomic backgrounds. An analysis of the GDS revealed no significant differences in the way counselors were evaluated. Specifically, regardless of whether a counselor was described as being from a middle-class or lower-class background, he was evaluatively described in a similar manner by the offenders.

No preference was found between counselors when the CS was analyzed. Lower-class offenders seemed to be just as willing to discuss personally relevant statements with a counselor described as coming from a middle-class background as one described as coming from the lower-class. These results do not support the limited number of empirical studies or the articles written about the preferences of the lower-class.

Studies have found preferences in regard to age, religion and sex. Fuller (1964) found that clients showed a stronger preference for male counselors. Banks, Berenson and Carkhuff (1967) found that black clients preferred a black counselor to a white counselor. Perhaps sex and race are more viable characteristics than social class and tend to elicit stronger preferences. It would seem that articles by Galia (1966) and Gross (1969) may be based on extrapolation from a few empirical studies and common-sense beliefs. The results of this study raise questions as to the accuracy of assuming that individuals from the lower-class prefer lower-class counselors.

In the second hypothesis, the preferences of lower-class offenders were compared to those of middle-class college students. The null hypothesis was not rejected since significant differences were not obtained for either the passive or active preference. Both groups evaluatively described the counselor in a positive manner. Furthermore, both the students and the offenders made no distinction between coun-

sels in regard to willingness to discuss personally relevant statements. To some extent, the reaction by the college students corresponds to the findings of Pohlman and Robinson (1960). They found that college students reacted with neutrality to Jewish or black counselors.

It is interesting that differences in relation to preference for a counselor from a similar background did not occur. One might assume that an individual would prefer a counselor who apparently comes from a background more like his own. Furthermore, if two distinctly different groups are compared, differences should be more likely to occur. This did not happen. It would seem that a counselor's socioeconomic background is not as significant in client preference as one might expect.

It is possible that the induced measure of counselor socioeconomic background did not differentiate sufficiently between the two class levels. Another possibility is that the present occupational level, counselor, outweighed the prior socioeconomic background. In other words, an individual may ascribe social values to a person based on present rather than past socioeconomic level.

Preference for Counseling Technique

Three different counseling techniques (advice-giving-directive, reflection-of-feeling, and counselor-involvement) were used to determine the preference of lower-class offenders. In addition, comparisons were made between their preferences and those of middle-class students. Hypothesis 3 stated that there would be no significant difference in preference among the lower-class offenders. The results substantiate this hypothesis. On the GDS, significant evaluative differences were

not obtained. Descriptively, lower-class offenders do not seem to prefer a particular counseling technique. Significant differences were not obtained in regard to the counseling techniques on the CS. Offenders were willing to discuss personally relevant statements with a counselor regardless of the technique used.

These results are in contrast to the studies which have indicated that preferences in counseling techniques exist for the lower and middle-classes. Klein (1967) found that low socioeconomic parents preferred advice-giving to a supportive or reflective approach. The difference in his findings may be due to two factors. First, subjects viewed all of the counseling techniques. Thus, they were contrasting techniques. In the present study, subjects were contrasting the presented counseling technique to their own concept of counseling. It might be assumed that such a concept is largely unformulated. Therefore, there might be distinct differences when techniques are rated under these different circumstances. Second, in Klien's study, subjects viewed 3-minute film clips instead of hearing an audio recording. It is possible that visual cues may have reinforced one technique over another.

Results of this study are also in contrast to articles by Riesman (1964) and Calia (1966) which state that lower-class clients see no value in talking about how they feel. Although two of the three counseling techniques in this study dealt largely with feelings and provided no direct suggestions or solutions to the problem, offenders reacted positively to them. This finding also confirms the experiences of the author, mentioned in Chapter I, that offenders accept a counseling technique that concentrates on feelings.

The suggestions that group differences in preference for a particular counseling technique may not exist is further substantiated by the retention of Hypothesis 4. Significant differences were not found between the preferences of middle-class college students and lower-class offenders. If, as the literature suggests, the counseling techniques developed for middle-class clients are not preferred by lower-class clients, one would expect differences when these two groups are contrasted. This did not occur. Individual differences probably outweigh social class differences. Price and Iverson (1969) provide another possible reason for this. They found that subjects did not distinguish between reflective or directive orientations. They suggest that this may be due to a commitment variable; that is, if a counselor appears to be committed to helping a client, the technique will not affect the preference of the subject.

Openness to Confidants

Although significant differences relating to the four hypotheses were not found, two F ratios produced significant differences. Both of these occurred in the analysis of the CS. Specifically, they dealt with a subject's willingness to discuss personally relevant statements with the confidants, counselor, best friend and parent. The confidants had been included as a check on the overall openness of a subject.

The first significant difference occurred between the students and the offenders and their openness to all confidants. The students were more open to all confidants than were the offenders ($p < .01$). Although no hypothesis was made pertaining to openness, the results are what might be expected. Certainly, the physical environment

combined with the social contacts of the offenders should decrease their openness.

The other significant difference occurred in regard to openness to a specific confidant. In this instance, both offenders and students were more willing to discuss personally relevant statements with the counselor than with best friend or parent ($p < .01$). It is encouraging that both groups view the counselor as more relevant for discussing personal problems. The role of a counselor appears to be becoming more accepted. These findings do not support statements that criminal offenders might not utilize the services of a counselor. Apparently, the usefulness of professional counseling is recognized by offenders.

It is also worth mentioning, that on the CDS the offenders described the counselors in more positive terms. Although this difference was not significant, it would seem that offenders may be more positive toward counselors. This may be due to the limited contact the offenders have had with counselors as well as recognizing their need for help. It is perhaps more difficult to rate a potential helper in a negative way when a person needs help.

CHAPTER V

SUMMARY AND CONCLUSIONS

In this study the preferences of lower-class criminal offenders and middle-class college students, both for counselors described as coming from different socioeconomic backgrounds and for different counseling techniques were analyzed and compared. The hypotheses are stated below with a summary of the design and conclusions.

Hypotheses

- H₁: Lower-class criminal offenders will prefer a counselor whose socioeconomic background is perceived as more similar to their own.
- H₂: Both lower-class criminal offenders and middle-class college students will prefer a counselor whose socioeconomic background is perceived as more similar to their own.
- H₃: Lower-class criminal offenders will prefer the advice-giving-directive technique over the reflection-of-feeling and counselor-involvement techniques.
- H₄: There will be no significant difference in preference for counseling technique between the lower-class criminal offenders and the middle-class college students.

Design

To test the stated hypotheses, 60 lower-class offenders and 60 middle-class college students were randomly assigned to one of six experimental conditions. The counseling techniques were experimentally presented through the playing of a taped segment of a counseling session. The segment was presented as an actual counseling session. The three counseling techniques were advice-giving-directive, reflection-of-feeling, and counselor-involvement. The socioeconomic background of the counselor was experimentally induced through structured introductions. The introductions included the counselor's work experience and his father's occupation.

Each subject heard one counselor description and one counseling technique. After listening to the segment, the CDS and the CS were completed by each subject. The former is a modified Semantic Differential heavily loaded on the evaluative factor. The latter is a modified self-disclosure scale which requires that the subject indicate his willingness to discuss personally relevant statements with the counselor on tape, best friend or parent.

An analysis of variance with a 3-way factorial design was used to analyze the CDS. An analysis of variance with a 3-way factorial design with repeated measures on a fourth factor was used to analyze the CS.

Conclusions

The hypothesis that lower-class offenders would have no preference in regard to a counselor from a particular socioeconomic background was retained. An analysis of the CDS yielded no differences in the

way counselors were evaluatively described. Counselors described as having either middle or lower-class backgrounds were evaluated as having positive features. In addition, the offenders were willing to discuss personal statements with a counselor regardless of his previous socioeconomic background. It would seem that the socioeconomic class of a counselor as described in this study was not sufficiently relevant for lower-class offenders to affect their preferences.

The irrelevance of the socioeconomic background of the counselor seems to extend to middle-class college students. Significant differences were not obtained between the offenders and the students. Therefore, the null hypothesis was not rejected. Although one might expect differences in preference to occur between two distinctly different socioeconomic groups, this did not happen.

In general, it is assumed that lower-class individuals prefer counselors who act in a more authoritarian manner and provide direct suggestions about personal problems. The use of reflective statements and concentration on feeling are supposedly not preferred by the lower-class. The results of this study are in contradiction to these assumptions. Significant differences were not obtained when the preferences of offenders for three different counseling techniques were analyzed. Specifically, the techniques of advice-giving-directive, reflection-of-feeling, and counselor-involvement were compared. The offenders did not evaluatively describe the techniques differently. In addition, they were willing to discuss personally relevant statements with a counselor regardless of the particular technique used.

This non-preference for a particular counseling technique extended to the students. Significant differences were not obtained between the

students and the offenders. Preference, however, may exist for a particular counseling technique when the personality characteristics of the subjects are contrasted, as with high and low authoritarian subjects (Sonne and Goldman, 1957). Class differences between subjects, however, may not be viable enough to differentiate preference.

Although hypotheses were not made pertaining to the openness of offenders and students, significant differences were found in two instances for this variable. The students were significantly more willing to discuss personally relevant statements with all confidants, counselor, best friend and parent. These findings are not surprising. Offenders, due to both their physical and psychological environment, should be less willing to discuss personally relevant statements with other people.

The other significant finding was that both offenders and students were significantly more willing to discuss personal statements with a counselor than with a best friend or parent. This is heartening for two reasons. First, the role of a counselor seems to be understood by both groups. He is viewed as someone with whom one can discuss personal problems. Second, offenders are usually depicted as individuals who are reluctant to change or seek help, but their apparent willingness to talk with a counselor does not substantiate this.

It should also be mentioned that, although significant differences were not obtained, counselors were consistently rated higher by offenders than by students. The offenders might have been less critical due to a recognition of their need for help. They may tend to attribute fewer negative factors to a potential helper.

Future Research

Based on the results of this study, there appear to be three areas that would prove productive for further study. First, more viable differences could be used to describe a counselor. Specifically, a counselor could be described as having a characteristic that only the subject has; i.e., criminal record, black, drug addict, or an alcoholic.

The second area of investigation might have a subject interact with either a strongly preferred or non-preferred counselor who is described in such a way as to elicit strong preferences. In this manner, the direct effect of preference on the process and outcome of counseling could be studied.

The third area of study might be determining how different groups of people evaluate counselors. This evaluation could be utilized to identify the role definition given counselors. If discrepancies were found to exist between the role perceived by the prospective counselee and the counselor's perception of his own role, counselors could attempt to eliminate them.

APPENDICES

APPENDIX A

ADVICE-GIVING-DIRECTIVE TECHNIQUE

- Client What are you supposed to do when you get landed on for no reason?
- Counselor What happened?
- Client Ah ... I got bitched up again, screwed up, I guess. I got ... climbed on for something I thought I was doing right. Apparently, I wasn't I must have been doing wrong. I'll be a S. O. B.
- Counselor Someone got you angry?
- Client Yea, a little bit I guess We'd been ... laying some pipe an' I'd been running the ... back hoe. We hit some rough ground, some sandy stuff an' I didn't want to get stuck, so I pulled it on out. To hell with it, let 'um use a shovel on it. He came running around it, trying to find out why I had pulled it out. So when I explained it to him an' he said, "Well, I'd checked it out and said it was all right," he says, "you wouldn't have got stuck." I know when I'm going to and when I'm not. Shit, I've been on them things long enough.
- Counselor He sort of put you down.
- Client Yea made me feel like I didn't know what I was up to.
- Counselor Well, did you try to talk with him about it?
- Client No, I was a little bit pissed an' just told him what I thought.
- Counselor Perhaps it would have been better if you just said, "Well look, let's talk this thing over."
- Client Yea ... but there's people you can talk to and people you can't talk to and there's not too many I think I can. So I'll just do what I ... what I feel like at the time. I thought he climbed on me wrong an' I told him he was wrong.
- (Pause)

Counselor Well, perhaps it would have been a little bit ... easier to talk with him if you had said, "Well look, something's wrong here, let's ... let's check this out. Let's see if we can't reach an agreement on this."

(Pause)

Client Yea, maybe I should'a tried it. You think it works with people though, ... with everybody.

Counselor Well, it's worth a try.

Client Yea, maybe it is. I think I'll try it.

APPENDIX B

REFLECTION-OF-FEELING TECHNIQUE

Client I blew it.

Counselor Ya sound kinda irritated.

Client Yea, irritated I guess. I don't know ... disgusted
(Pause) Having second thoughts, but I don't know what they are.

Counselor What happened?

Client Well, I was ... I was laying some pipe an' I was using the back hoe and came upon some pretty sandy stuff. I pulled out instead of getting stuck and I got climbed on for it. Did some jumping myself. I guess ... I brought myself right along with everybody else I know and climbed right back on. Jump and get jumped, that's all.

Counselor Someone got down on ya, huh?

Client Yea, my boss did. (Pause) He said that he'd checked it out an' it ... an' it wasn't sandy an' I wasn't going to get stuck. Hell, I know what I was doing.(Pause) I guess ... I don't know.

Counselor You sound kind of unsure about it.

Client Yea, in a way I am. (Pause) It was it ... it caught me off guard. I guess I ... Ah, I don't know, he started raising hell with me and I started raising hell with him. Maybe I should learn not to rant and rave and then try to talk to him. But, goddam it ... shit.

Counselor You mean this guy got angry at you an' then (pause) you felt like you wanted to yell back at him.

Client Yea, he caught me off guard, I didn't ... I wasn't even thinking about it. I did yell back at him. Jumped right on him.

Counselor An' you wonder kinda whether yelling back at him did any good.

- Client It didn't do any good. Didn't change anything. Maybe I should've explained to him. I don't know. (Pause) I wanted to explain to him ... I guess I really didn't think he would be listening to me.
- Counselor You kinda feel like you wonder if he would respect you or not. Listen to you.
- Client Yea, respect me enough to listen to me, I ... that would have been the big thing. We could'a thrashed it out between us.
- Counselor You were kinda willing to talk with him.
- Client Yea.

APPENDIX C

COUNSELOR-INVOLVEMENT TECHNIQUE

Client I don't feel right

Counselor Ya feel kinda down?

Client Yea, feel bad. Sick, I guess, disgusted.

Counselor Disgusted?

Client Yep. (Pause)

Counselor Angry?

Client Yep, I got climbed on for no reason. Don't like it.

Counselor For no reason?

Client Yea, ... maybe there was a reason, I don't know.

Counselor Do you feel like there might have been a reason?

Client I feel it was unjustified.

Counselor Unjustified?

Client We was laying some pipe and I was running the back hoe and came up on some real sandy stuff and pulled on around it instead of getting stuck. They jumped on me, they said I wasn't right, I should'a gone on through. They'd looked it over then. An' I wouldn't 'a got stuck.

Counselor Guy got on your back, uh?

Client Yea, I got right back on his too.

Counselor Got angry back?

Client Yea, maybe that's why I don't feel right. I don't know.

Counselor Feel like it might have not been the right thing to do?

Client I don't know, I ... it's happened before, ya know, I ... I jumped before I thought. It didn't come out right, it didn't come out the way I have expected it to.

Counselor Sorta lost your head?

Client Yea .

Counselor Got angry and lost your head.

Client Yea. Just, I don't know, maybe ... instead of jumping, there's got to be another way of doing it, I guess. I don't know.

Counselor (Pause) You ... you kinda want to find a better way?

Client Got to find a better way.

Counselor You feel like you have to?

Client Yea, getting mad isn't helping any. (Pause) Um, I don't know, maybe if I talked to him and explained the situation to him instead of putting myself right along side him, jumping mad.

Counselor Sorta like you put yourself down on his level when you got angry back at him.

Client Yea

 (Pause)

Counselor An' you kinda like to find a way that (Pause) sorta communicates better what you want to communicate, rather than doing it on his level.

Client Yea, well, I want to be able to get across to him. Ya know, what I was doing. Maybe I should have explained it to him.

Counselor At least he'd understand the way you felt about it.

Client Yea, if he'd listen. (Pause) What do you do when you get mad?

Counselor Get angry.

Client Do ya ... jump right up without thinking?

Counselor Sometimes .

Client Do ya ever try to explain it to someone?

Counselor Well, I think ... I think, it helps if you do. At least you know you're talking that you're not reacting. And you ... have an idea where ya stand. At least you know where you stand, you've got your self-respect back.

APPENDIX D

COUNSELOR DESCRIPTION SCALE

In talking about people, we use words to describe them. If someone said a friend of theirs was a football player, you would think of some words to describe him, even if you hadn't seen him. You might think he was strong, big, tough, and maybe a little dumb.

I am going to ask you to describe the counselor you heard on the tape. You will use the words on the next page. You will have to decide which word is most like the counselor.

There will be two wrong words. Between the words there will be circles of different sizes. You will have to put a X in one of the circles.

There are circles between the two words. The circle indicates how much the word is like the person.

The small circle ○ means a little like

The middle size circle ○ means somewhat like

The large circle ○ means very much like

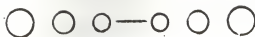
The blank _____ in the middle means neither word is like the person.

Practice by describing a girl using the words below:

Sweet ○ ○ ○ — ○ ○ ○ Sour

Sad ○ ○ ○ — ○ ○ ○ Happy

Smart



Dumb

Hard



Soft

Remember--Decide which word best describes the counselor.

1. Fair



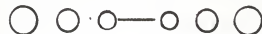
Unfair

2. Awful



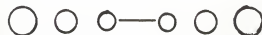
Nice

3. Honest



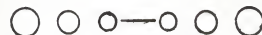
Dishonest

4. Sad



Happy

5. Good



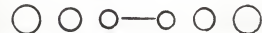
Bad

6. Cruel



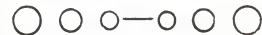
Kind

7. Valuable



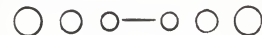
Worthless

8. Poor



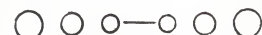
Rich

9. Strong



Weak

10. Cowardly



Brave

11. Unsuccessful



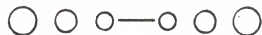
Successful

12. Wise



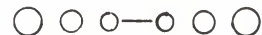
Foolish

13. Trustful



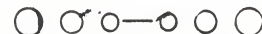
Distrustful

14. Dangerous



Safe

15. Warm



Cold

16. Not understanding



Understanding

- | | | |
|-------------------|---|--------------|
| 17. Clean | ☐ ☐ ☐ — ☐ ☐ ☐ | Dirty |
| 18. Dull | ☐ ☐ ☐ — ☐ ☐ ☐ | Sharp |
| 19. Right | ☐ ☐ ☐ — ☐ ☐ ☐ | Wrong |
| 20. Useless | ☐ ☐ ☐ — ☐ ☐ ☐ | Useful |
| 21. Pleasant | ☐ ☐ ☐ — ☐ ☐ ☐ | Unpleasant |
| 22. Like me | ☐ ☐ ☐ — ☐ ☐ ☐ | Not like me |
| 23. Lazy | ☐ ☐ ☐ — ☐ ☐ ☐ | Hard Working |
| 24. Gentle | ☐ ☐ ☐ — ☐ ☐ ☐ | Violent |
| 25. Tense | ☐ ☐ ☐ — ☐ ☐ ☐ | Relaxed |
| 26. Smart | ☐ ☐ ☐ — ☐ ☐ ☐ | Dumb |
| 27. Concerned | ☐ ☐ ☐ — ☐ ☐ ☐ | Unconcerned |
| 28. Uninterested | ☐ ☐ ☐ — ☐ ☐ ☐ | Interested |
| 29. Helpful | ☐ ☐ ☐ — ☐ ☐ ☐ | Not Helpful |
| 30. Disrespectful | ☐ ☐ ☐ — ☐ ☐ ☐ | Respectful |

APPENDIX E

COMMITMENT SCALE

The following statements are related to what a person may think or feel. A person might talk about some or all of them to another person. I would like to know which statements you would talk about to the counselor you heard on the tape. In other words, would you be willing to sit and talk with the counselor about these things. You will check whether yes or no for each statement.

I would also like to know if you would talk to a very close friend or a parent about these things.

Check either yes or no for each question. If yes, this means you would talk about this to the counselor, a best friend, or a parent.

	Counselor		Best Friend		A Parent	
	Yes	No	Yes	No	Yes	No
1. What I think and feel about religion	Y	N	Y	N	Y	N
2. If I drink or not	Y	N	Y	N	Y	N
3. What I like about women	Y	N	Y	N	Y	N
4. What foods I dislike	Y	N	Y	N	Y	N
5. My likes and dislikes in music	Y	N	Y	N	Y	N
6. What I think a man should be	Y	N	Y	N	Y	N
7. What I like to eat best	Y	N	Y	N	Y	N
8. How I really feel about the people I live with	Y	N	Y	N	Y	N

	Counselor		Best Friend		A Parent	
	Yes	No	Yes	No	Yes	No
9. The things that keep me from getting a job	Y	N	Y	N	Y	N
10. The most serious lie I have told	Y	N	Y	N	Y	N
11. The things that make me mad	Y	N	Y	N	Y	N
12. The kinds of books I like	Y	N	Y	N	Y	N
13. The things that make me blue	Y	N	Y	N	Y	N
14. The games I like to play	Y	N	Y	N	Y	N
15. The things that really scare me	Y	N	Y	N	Y	N
16. What I have been arrested or convicted for	Y	N	Y	N	Y	N
17. The things that make me feel proud of myself	Y	N	Y	N	Y	N
18. The feelings I have trouble controlling	Y	N	Y	N	Y	N
19. What I dislike most about my father	Y	N	Y	N	Y	N
20. What it takes to hurt my feelings	Y	N	Y	N	Y	N
21. Things I have done that I am ashamed about	Y	N	Y	N	Y	N
22. The things I dislike most about myself	Y	N	Y	N	Y	N
23. The shows I like most on T. V.	Y	N	Y	N	Y	N
24. What I dislike most about my mother	Y	N	Y	N	Y	N
25. The things I dream about	Y	N	Y	N	Y	N
26. The kind of work I would like to do	Y	N	Y	N	Y	N
27. What I liked most about being a child	Y	N	Y	N	Y	N
28. What I liked best about school	Y	N	Y	N	Y	N
29. The thing I need the most help with	Y	N	Y	N	Y	N

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BIOGRAPHICAL SKETCH

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This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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